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As to the conception of the idea and plan of the great Lexicon, we have Faccioliati's own statement in one of his rare moments of frankness that Forcellini was solely responsible for it. In the execution of the work, it seems equally clear that Faccioliati had no hand. He himself admits that for most letters he furnished nothing but advice. In view of what we know of his character and methods, it is probably safe to infer that he actually wrote no part of the Lexicon. That at times he conversed with Forcellini about the work is very likely. But such conversations do not establish the faintest claim to credit as joint author. Least of all can there be any defense for the alteration of the title-page of the original edition, procured at Faccioliati's instance and through his influence. To steal a dead man's work is doubly base.

For nearly a century every reprint of the Lexicon repeated the misleading title-page. It remained for Vincente De-Vit to show by the citation of the documents to which I have referred¹ how baseless were the claims of Faccioliati, and in the Prato edition of 1858 to restore a true title of the work.

CORNELL UNIVERSITY.

CHARLES E. BENNETT.

To the kindness of Professor Kelsey we are indebted for a copy of the following letter, which appeared in *The Daily Mail* (London), July 29, 1911.

There is no one in the world so fiercely dogmatic as the apostle of change. With nothing save first principles to aid him, he is ready to outrage the accumulated wisdom of all the ages. He lives in an atmosphere of reckless experiment, and yet refuses to accept responsibility for the evil that he does. His ignorance is complete and invincible; his pride matches his ignorance. For him, whatever is wrong, and so little respect does he cherish for the past that he thinks himself competent to devise a hundred schemes for the regeneration of the race.

It is not often that we are fortunate enough to see the beginning and end of a loudly trumpeted reform. That good fortune is ours to-day. During the last few years the humanities have been assailed in France with peculiar bitterness. That light-witted country, whose custom it is to question all things, to proceed gaily from false premises to a logical conclusion, has succeeded at last in the practical suppression of the dead languages. In her lycées and universities she has resolved to teach nothing that will not be of use to her pupils in their future career. The formula is perfectly familiar to us. We may now measure the havoc that has been wrought by its parrot-like repetition.

In obedience to popular clamour, the professors of France resolved to replace the literary education, which had held sway for centuries, by a study of exact science. They kept sternly in view the demands of counting-house and workshop. We will not train the boy's mind, said they; we will pack his brain with useful facts. He shall not think; he shall remember. Strictly cut off from a knowledge of the past, he shall live solely in the present. Thus there will be no waste of force. A full pocket shall reward his industry, and if his head is empty

of those general ideas which cumbered his father's, so much the better for him. He will get rich the more quickly.

A Lesson from France.—A vain hope, which has not been realized. The abolition of the humanities in France has been followed by an ominous decay in the national intelligence. The utilitarian system of education, which was to increase tenfold the 'efficiency' of France, has proved a disastrous failure. The calculating machine beloved to-day is no proper substitute for a thinking, sentient man. In the craft of letters the deficiency is the most conspicuous. After all, the humblest writer cannot expect success without some knowledge of the instrument he uses, and it is only through the 'dead languages' that we may arrive at an understanding of those which still live. Many years ago Matthew Arnold declared that the journey-work of literature was far better done in France than in England, and he attributed the superiority to the influence of Riche-lieu's famous academy. Alas! the influence of the academy, vastly over-rated by Matthew Arnold, is to-day dead or dying; and the suppression of Latin and Greek has removed the last check which was laid upon the careless misuse of the French tongue. If we praise the journalism of modern Paris, we praise it as those who find a magnificence in the half-understood. French is not so stubborn a language as English. The novice may write it with a facility which looks at first sight as though it were genuine. Ever since Voltaire revealed his method to an eager world, a set of stock phrases, 'clichés' they call them, has been at the service of anyone who can afford a fountain pen. Unfortunately, the mind undisciplined by the study of Latin and Greek does not understand the stock phrases which the fountain pen traces mechanically upon paper. Never was there so rash and careless a creature as the French journalist. Knowing no other speech than his own, he cannot refrain from embellishing his periods with Latin and English tags.

Where Science has failed.—It is here indeed that the French journalist is more painfully deficient. Knowing not Latin, which is the mother of French, he does not understand the origins and associations of the phrases he employs. It is not clear to him (how should it be?) that words, like ancient houses or the faces of men and women, are marked and scarred by their past history. The science which was to have saved his soul alive has not taught him to think or given him the rudiments of style. Reckless of analysis, he confuses his images with the abandonment of an Irishman. But there is the difference between his mixed metaphors and Irish 'bulls'. The humor of an Irish bull is always half-conscious. When Sir Boyle Roche said, "I smell a rat; I see it hurtle through the air; but I will nip it in the bud", it was a stroke of genius. He joyfully paraded his own extravagance. There was no pride in the French reporter who solemnly declared the other day that "Mme. Judic's talent was like a bottle of ink in which the scalpel must not be used too freely for fear of finding there only a pinch of cinders". That is the folly of an illiterate man who has never been taught to think or to see in words anything more than lifeless symbols.

But it is not the men of letters who denounce most bitterly the evil influence of 'practical' education. It is the man of science, the engineers, the captains of industry. The makers of steel, the inspectors of mines, the chiefs of the medical schools are uniting in a protest against the tyranny of

¹In the Preface to his edition of the Lexicon.

science. They are discovering what they should have known from the beginning, that humane letters are the best training even for those who are destined to earn their bread in a factory. Discipline of mind and a clear habit of thought are necessary in the counting-house as in the study; and when the chief of a vast steel works publicly petitions the Minister of Education to bring back the study of Latin and Greek into the schools, because without them he cannot obtain efficient engineers, here is an argument for the classics which even those will understand who look no further than 'the boy's future career'.

Modern Languages no Substitute.—It has been discovered, moreover, that the modern languages are no proper substitute for the ancient. The German and English taught in French schools are commercial and no more. They do not help those who study them to cultivate what gift of expressions they may possess. They do no more than accentuate the onesidedness of modern education, and, if the Minister of Public Education turn a deaf ear to those who petition him, the taste, the fancy, the sense of style, which have always been the peculiar glory of France, will survive only in the rare manifestations of genius.

Here then is a loud and eloquent warning for us all. France has made the experiment of 'practical' education, and it has failed pitifully. At the very moment of France's failure our wiseacres are urging us to follow her dangerous example. That eminent apostle of culture, Dr. Andrew Carnegie, has told us that Greek is of no more use than Choctaw. His colleagues of the steel trade in France do not agree with him, and, as they speak with the voice of experience, we prefer to place our trust in them. In the battle of intelligence the dry bones of arithmetic will be defeated always by the living force of the dead languages. He who would save his soul will assuredly lose it. And the sad ambition of learning to acquire wealth even in the class-room is doomed to disappointment. For once the pleasantest path is also the most profitable. To pass his youth in Arcady is the wisest preparation even for a metallurgist.

AN ENGLISHMAN.

Quite in harmony with the foregoing letter is the following extract from the Paris Letter in *The Evening Post* (New York) for October 14 last.

Just as the French season, unlike the English and German and American, begins by sea and on mountain only in the first days of August when French children are let out of school, so families come home to Paris in these first October days, when boys and girls go back to school; and it is the same for cities and towns all through the provinces. The opening of schools is more than usually interesting this year. Nine years ago what are called the programmes of 1902 changed the whole secondary education of France, that which answers to college training in the United States or, as we used to say, 'liberal education'. It was the result of a long campaign against classical studies and coincided in its application with government's suppression of the religious schools where such studies were most in honor. The main reason for the change was the supposed uselessness of classical studies to the majority of students in their after-life.

Ever since last spring, teachers and academicians, directors of engineering companies, and Chambers of Commerce, have been complaining that the first result

of the new programmes shows already what one of your correspondents has happily termed the inefficiency of non-classical studies. The parents who are now bringing their children back to the Lycées, where the government programmes are applied, will judge the question by government's own standard, which is quite independent of after-usefulness or efficiency. The standard is the success of the students in passing those government examinations which are the only door in France to any liberal profession as distinct from commercial careers. Now it is said that, in these examinations last year, there were able to pass only a little over 40 per cent of the Lycée students bred up on 'vocational' studies, that is, students untainted with Latin and Greek, and all that was once known as humanities that make the young mind the heir of all the ages of men. On the contrary, of the classical students more than 70 per cent passed on to higher professional studies in triumph. If these figures become traditional in the minds of French parents—and if the government out of sheer opposition does not lower the bar of its examinations—this problem of liberal education will solve itself, and we shall see once more generations of Frenchmen bred up on Latin and literature as in the past.

THE NEW YORK LATIN CLUB 1911—1912

The first luncheon of the year will come on Saturday, November 18, at twelve o'clock noon, at The Gregorian, Thirty-fifth Street West, between Fifth Avenue and Herald Square, New York City. The address will be delivered by Dr. William Peterson, Principal of McGill University, Montreal. The subject will be Recent Work on Some of Cicero's Speeches, a theme for the treatment of which Principal Peterson is particularly well fitted by reason of his special studies in Cicero for the Oxford Classical Text Series.

The second luncheon will occur Saturday, February 3, at twelve o'clock noon, at The Gregorian. The speaker will be Dr. Edward Kennard Rand, Professor of Latin in Harvard University. His subject will be Ovid and the Spirit of Metamorphosis. Professor Rand has recently published several papers that have attracted a great deal of attention, among which we may mention *The Early Mediaeval Commentators on Terence*, *Horatian Urbanity in Hesiod* and *The New Education*.

The third luncheon will take place Saturday, April 27, at twelve o'clock noon, at The Gregorian. The address will be delivered by Dr. M. Carey Thomas, President of Bryn Mawr. Her subject will be Is it possible to retain Latin as one of the Chief Disciplinary Studies of our Modern Curriculum?

This year again special rates are offered in the joint interest of The New York Latin Club and The Classical Association of the Atlantic States, as follows: (1) \$2.50, for three luncheons and membership in The New York Latin Club; (2) \$4.00 for three luncheons, membership in both Associations and subscription to *THE CLASSICAL WEEKLY*; (3) \$5.00,